Slide 1: This is my presentation about the Big6 research-information problem solving method.

Slide 2: The Big6 is a method developed by Mike Eisenberg and Bob Berkowitz in order for people to find, use, apply, and evaluate information in order to solve a problem. This method is composed of six stages with two sub-stages under each. As shown by the circle, the stages are non-linear and can be accomplished in or out of order and by coming back to each stage several times before finishing.

Slide 3: The first stage is Task Definition. In this stage, the researcher defines that problem they are trying to solve and the information he or she needs in order to solve the problem. A great example of this in my Geometry classes is when my students are writing proofs. In stage 1, the students would identify the given information and what they are trying to prove. Can you think of an example of your students using stage 1 in your classes?

Slide 4: The second stage is Information seeking strategies. Here, students figure out where they are going to find their information. While writing proofs, this stage involves deciding what resources would be helpful for them to be able to write their proof. What would be a good example of stage two in your classes?

Slide 5: The third stage is locating sources. In this step, the researcher takes the best sources from stage two and searches for information within these sources to help them accomplish his or her task. This stage in the proof writing process has students checking notes and/or the textbook, working with peers, asking the teacher for theorems, postulates, properties, and definitions that would be useful in their proof and determining which are the best ones to use. How would stage 3 look in your classes?

Slide 6: The fourth stage is using the information. This is where the students would take the best information they found in their chosen sources and use it to go through the process of accomplishing their task. For my proof writing example, students would begin with their given information and go through the process of making conclusions backed up by the facts they found in their chosen resources, that lead them to their final conclusion (what they were trying to prove). How do you see stage 4 in action in your classes?

Slide 7: The next stage is synthesizing the information. Here, students organize all the information they have collected and accomplish their given or chosen task. In proof writing, this is where the actual proof is written. If the other 4 stages have been successfully implemented, this should make this stage much easier. As with all the stages, students are not forced to go through them one at a time and if they are having trouble with this stage, they can always go back to the other stages for more preparation. How do you put stage 5 into practice in your classes?

Slide 8: The final stage is the evaluation stage. This is where the student evaluates their final product and the process in which they accomplished their task. In the proof writing process, my students check over their proof to make sure all the information is present, backed up by facts, and no steps are missing between the given information and their final proof statement. The students will also judge how quickly they accomplished their task and if they had all the information they needed readily available before the actual writing of the proof. This allows them to be more efficient, when necessary, the next time, such as when they are writing a proof during a quiz and there is a more limited amount of time. How would you have your students evaluate their product and process in your class?

Slide 9: As I have mentioned in the previous slides, I believe that the Big6 method is very effective for anyone trying to accomplish a seemingly overwhelming task. I had not previously heard of this method, but after researching and learning about it, I realized that I already teach something very similar (without giving it the name Big6) during my proof writing lessons. Proof writing is often extremely stressful to students because they mostly do not know where to begin or how to go about getting from the beginning to the end. This method breaks the process up into smaller, more easily manageable tasks which helps to relieve the stress of having too much to do at once. I would recommend this method for anyone who has a big, multistep task to accomplish. What are your thoughts on this method?

Slide 10: Now I will evaluate another lesson using the Big6 process. Science lab writing, and especially science projects can be completely overwhelming to students. This lesson breaks the process up into small parts using Big6.

Slide 11: Here we have the outline students should use in order to break down the lab creating and writing process into the six stages of Big6.

Slide 12: Here, each step is explained and shows how they follow the Big6 process. With the Problem/Question step, the student is defining their task. Next, with the background information and hypothesis steps, the student is seeking strategies. The materials and apparatus step is the locating sources stage of Big6. The procedure step is the using the information stage. The observation and data step is the synthesizing stage, and finally the conclusion is the evaluation stage of Big6. This lesson clearly properly uses each stage of Big6 and makes creating, implementing, and explaining a science project a much less daunting task.

Slide 13: This science lab writing lesson is a free resource found at the Big6 site.

Slide 14: This is a list of all the sources I used for my presentation and lesson evaluation. I hope you enjoyed my presentation and can use the information to help you with implementing Big6.